GUIDELINES FOR REVIEWING
A CORE READING PROGRAM RUBRIC

Benchmark Literacy Grade 1

Final Review

Directions for use:
- Thoroughly review the core reading program using the corresponding rubric.
- Only evaluate the individual components that correlate with the grade level to review. *(Note the placement of the "x" within the grade level columns.)*
- Each indicator must receive a score using the following criteria:
  - 2 – Exceeds expectations
  - 1 – Meets expectations
  - 0 – Does not meet expectations
  - *(For any indicator receiving a 0, comments must be provided justifying the score.)*
- Record the total score for each area in the final row for the section.

CENTER ON INSTRUCTION

INSTRUCTIONAL DESIGN (ID)	K	1	2	3	4	5	6	Score	Comments (examples, strengths, concerns, questions)
1. Is there empirical research on this program's efficacy?	X	X	X	X	X	X	X	2	
2. Are resources available to help the teacher understand the rationale for the instructional approach and program strategies (e.g., articles, explanations in the teacher manuals, references, and reliable websites)?	X	X	X	X	X	X	X	1	
3. Does the comprehensive program address the five components of reading (phonological/phonemic awareness, phonics, fluency, vocabulary and comprehension)?	X	X	X	X	X	X	X	2	
4. In addition to the five components of reading, are other dimensions of reading such as spelling, writing, oral language, and listening comprehension addressed?	X	X	X	X	X	X	X	2	
5. Is there a scope and sequence?	X	X	X	X	X	X	X	2	
6. Are goals and objectives clearly stated?	X	X	X	X	X	X	X	2	
7. Are student materials aligned with instructional objective of the lesson?	X	X	X	X	X	X	X	2	
8. Do instructional materials increase in difficulty as students' skills strengthen?	X	X	X	X	X	X	X	2	
9. Are all lessons and activities (e.g., whole group, small group, and centers) reading-related?	X	X	X	X	X	X	X	2	
10. Is there a clear and logical organization to the lessons in:									
The order and procedures of each day's lesson?	X	X	X	X	X	X	X	2	
The inclusion of all necessary materials?	X	X	X	X	X	X	X	2	
The consistency of each day's lesson format?	X	X	X	X	X	X	X	2	
Addressing the components of reading every day?	X	X	X	X	X	X	X	1	Leaves out parts too often. Fluency is not addressed daily in plans and concerns about phonics lessons.
11. Is instruction consistently explicit? Is it concise, specific, and related to the objective?	X	X	X	X	X	X	X	2	
12. Are teacher directives highly details to ensure accurate implementation?	X	X	X	X	X	X	X	1	
13. Does the lesson format facilitate frequent interactions between teacher and students?	X	X	X	X	X	X	X	2	It appears to allow lots of time for discussion.
14. Is instruction consistently systematic? Is there a prescribed order for introducing specific skills	X	X	X	X	X	X	X	2	

within each component of reading?									
15. Are there coordinated instructional sequences and instructional routines which include:									
Modeling?	X	X	X	X	X	X	X	1	
Guided practice with feedback?	X	X	X	X	X	X	X	1	
Student practice and application?	X	X	X	X	X	X	X	1	
Cumulative review?	X	X	X	X	X	X	X	1	
16. Are there many guided practice opportunities for explicit teaching and teacher-directed feedback (for typically progressing readers and more for struggling readers)?	X	X	X	X	X	X	X	1	Mostly in small groups. It appears to have some but, it doesn't have enough for all types of readers.
17. Does the program provide clear guidance for the teacher to document student progress and inform instruction?	X	X	X	X	X	X	X	2	
18. Does instruction make a clear connection *among* all five components?	X	X	X	X	X	X	X	1	Components are there but not really convinced they are clear.
19. Is scaffolding a prominent part of the lessons?	X	X	X	X	X	X	X	1	
20. Are instructions for scaffolding specific within each lesson?	X	X	X	X	X	X	X	1	
21. Are teachers encouraged to give immediate, specific feedback (corrective or positive)?	X	X	X	X	X	X	X	2	Evident in assessment books.
22. Is differentiated instruction prominent?	X	X	X	X	X	X	X	1	Small Group/Guided Reading Leveled Texts are Levels C-J. Nothing for students lower than C or higher than J. Small groups daily but not enough differentiated instruction.
23. Is instruction differentiated based on assessment?	X	X	X	X	X	X	X	1	
24. Are directions for differentiating instruction specific?	X	X	X	X	X	X	X	1	Information for EL and small groups.
25. Is small-group instruction (small teacher-pupil ratio) part of daily instruction?	X	X	X	X	X	X	X	2	
26. Are there guidelines for forming flexible groups based on student progress?	X	X	X	X	X	X	X	0	Can't find guidelines for forming groups. It appears to want to group by reading level but specific guidelines not found.
27. Are enrichment activities included for advanced students?	X	X	X	X	X	X	X	0	Specific enrichment activities not found.
28. Does the program provide instruction for English Learners?	X	X	X	X	X	X	X	1	
29. Does the program specify for whom it is appropriate (e.g., students on or above grade	X	X	X	X	X	X	X	1	

	K	1	2	3	4	5	6	Score	Comments
level, students slightly behind their peers, students more than one grade level behind their peers)?									
30. Does the program specify who should provide instruction for accurate implementation (e.g., special education teacher, general education teacher, paraprofessional, or volunteer)?	X	X	X	X	X	X	X	1	Publisher's Comment: TRS Stands for Teacher's Resource System and this is located at the very front of the guide. This will be used for core instruction by classroom teacher.
31. Does the program specify the instructional setting (e.g., general education classroom, computer lab, or resource room)?	X	X	X	X	X	X	X	1	Implied that is to be used in general education classroom setting.
TOTAL								**52**	

PHONOLOGICAL/ PHONEMIC AWARENESS (PA)	K	1	2	3	4	5	6	Score	Comments (examples, strengths, concerns, questions)
1. Is phonological/phonemic awareness instruction **explicit**?	X	X						2	
2. Is phonological/phonemic awareness instruction **systematic**?	X	X						2	It seems very systematic.
3. Does phonological/phonemic awareness instruction include **coordinated instructional sequences** and **routines**?	X	X						2	
4. Is phonological/phonemic awareness instruction **scaffolded**?	X	X						1	
5. Does phonological/phonemic awareness instruction include **cumulative review**?	X	X						1	Phonics bags needed to tell, but looks like a cumulative review is part of it.
6. Are assessments included to measure and monitor progress in phonological/phonemic awareness?	X	X						2	
7. Is PA only a small portion of the daily lesson?	X	X						1	Time is not specified, could be determined by teacher or district.
8. Does each day's lesson focus on only one or two PA skills (as opposed to several)?	X	X						2	Lessons build on previous day's skill.
9. Are there instructions for PA activities to alert the teacher to student readiness?	X	X						1	Use the pre/post assessments to determine where in the kit you will begin instruction (review lessons or new-skill units). Review lessons would be taught during small group times. It does not have a specified number or goal.

#	Question								Score	Comments
10.	Does the program contain instructional activities that are designed to stimulate the growth of phonemic awareness?	X	X						2	
11.	Does PA start with larger units (words and syllables) and progress to smaller units (phonemes)?	X	X						1	
12.	Does PA start with rhyming and progress to phoneme isolation, blending, segmenting, and phoneme manipulation?	X	X						1	In the scope and sequence it shows rhyme in kindergarten but not in first grade.
PHONEMIC AWARENESS										
13.	Do activities follow the continuum of word types (beginning with short words that contain two or three phonemes)?	X	X						2	
14.	Does instruction include physical representations (e.g., clapping, Elkonin boxes with markers, counters, tiles, fingers, and auditory cues) to help students make the connection between sounds and print (the alphabetic principle)?	X	X						1	In Build Up Phonics book Elkonin boxes and auditory cues are used.
15.	When PA activities are at the phoneme level, do students' activities target the first sound in words and then move to the last sound in words and finally focus on the middle sound in words?	X	X						1	
16.	Are there blending activities at the phoneme level?	X	X						1	
17.	Are there segmenting activities at the phoneme level?	X	X						1	
18.	Does instruction include phoneme manipulation in words (i.e., deletion, addition, and substitution)?		X						1	
19.	Once students demonstrate early phonemic awareness, is PA instruction linked to phonics instruction?	X	X						1	
20.	Does the program specify when oral language PA activities should be phased out?	X	X						1	The Build Up Phonics, Level 3, Sampler states on vii that "Approximately two years of phonics instruction is sufficient for most students".
21.	Are the words used in PA activities found in subsequent word lists and text readings?	X	X						1	
22.	Does the program include a pronunciation guide for the various features of sound production (e.g., stop sounds and continuous sounds)?	X	X						1	Found some in the Build Up phonics sample, but very little. Can find some in the small book guides.
23.	Do computer-based programs pronounce sounds distinctly, correctly, and without distortion?	X	X						0	*Publisher's Comment*: No computer software accompanies the program for phonics. Under product development

									plans.
TOTAL								29	

PHONICS (P)	K	1	2	3	4	5	6	Score	**Comments** (examples, strengths, concerns, questions)
1. Is phonics instruction **explicit**?	X	X	X	X	X	X	X	1	More examples of earlier levels would be helpful.
2. Is phonics instruction **systematic**?	X	X	X	X	X	X	X	2	
3. Does phonics instruction include **coordinated instructional sequences** and **routines**?	X	X	X	X	X	X	X	2	
4. Is phonics instruction **scaffolded**?	X	X	X	X	X	X	X	2	
5. Does phonics instruction include **cumulative review**?	X	X	X	X	X	X	X	1	
6. Are assessments included to measure and monitor progress in phonics?	X	X	X	X	X	X	X	2	Pre- and post-assessments are included in "Build Up Phonics"
7. Does the program teach both consonants and vowels?	X	X						2	
8. Are short vowels taught before long vowels?	X	X						1	Build Up Phonics xxiv-xxvii shows that short vowels are *reviewed* (10 lessons of review, assumed that they know short vowels coming into 1st grade), and then blends & clusters are taught, prior to long vowels being taught. It appears that short vowels taught in K and reviewed at the beginning of first.
9. Are individual letter-sounds taught first, followed by digraphs, blends, and word families?	X	X	X					1	Build Up Phonics starting on page xxiv shows 10 days of review followed immediately by blends. Short vowel, consonant review and then blends.
10. Are high utility letter-sounds (e.g., /a/, /m/, /s/, /t/, /r/ found in short, one syllable CVC or CCVC words) introduced before low utility letter-sounds (e.g., /x/, /y/, /z/)?	X	X						1	
11. Are digraphs taught as single sounds (e.g., /sh/, /ch/, /th/, /ai/, /ea/)?		X	X					2	
12. Are individual sounds in a blend taught?		X	X					1	The consonants are reviewed in the first 10 lessons and then blends are taught in Units 4-6 as blends.
13. Are letter-sound correspondences taught to mastery and reviewed cumulatively?	X	X						2	

#	Question								Score	Notes
14.	Are students taught an explicit strategy to decode words by their individual sounds?	X	X	X					1	This instruction is found in the guides for the leveled books.
15.	Do students practice decoding words that contain only those letter-sounds that have been previously taught?	X	X	X					2	Practiced in poem charts and decodable texts.
16.	Once students have mastered a few letter-sounds, do they immediately apply them to reading word lists and short decodable texts?	X	X						2	Build Up Phonics page xxviii shows decodable texts with each and every review lesson (all 10), and then 1 per unit (1 for each 5 days) after that through the end of the series.
17.	Are symbol to sound (decoding) and sound to symbol (spelling) taught explicitly?	X	X	X	X	X	X	X	2	Consistently 6 spelling words (specific to the skill) per week with 0-3 "sight words" in addition to this. Specific spelling words starting with Unit 1, after Lesson 10 review.
18.	Is spelling taught during word learning so students can understand how sounds map onto print?	X	X	X	X	X	X	X	1	Evident in "Phonics Workshop".
19.	Does instruction progress from simple to more complex concepts (e.g., CVC words before CCCVCC words and single syllable words before multisyllabic words)?	X	X	X	X	X	X	X	1	CVC words are taught (Units 8-10), but CCCVCC words not found. Also, multisyllabic words not found.
20.	Does instruction follow the continuum of word types (beginning with CV and CVC words), incorporating continuous and stop sounds and blends in an appropriate sequence?	X	X						1	
21.	Are reviews of previously taught concepts and words frequent and cumulative?	X	X	X	X	X	X	X	2	
22.	Is emphasis placed on fluency practice for each phonics component (e.g., sound identification, CVC blending, word recognition, multisyllabic words, and text reading)?	X	X	X	X	X	X	X	2	
23.	Are there ample decodable texts (familiar and unfamiliar) for students to practice applying their skills with phonic elements?	X	X	X	X				1	
24.	Are decodable texts read before trade books (for students to master new skills)?	X	X	X	X				1	Examples of decodable texts (decodable books and poems) in the Build Up phonics sample book.
25.	Does the program clarify that high frequency words can be both regular and irregular?	X	X	X	X				0	Sight words are taught separately but not specifically because they are irregular.
26.	Are irregular words that are visually or phonemically confusing (e.g., saw/was, where/were, of/off) separated?	X	X						0	Not evident.
27.	Does the program include explicit instruction in irregular words and decoding strategies for the decodable parts of words (clarifying that the letters represent their most common sounds as	X	X	X	X				1	

well as the irregularities of certain letters)?									
28. Are the numbers of high frequency, irregular words introduced in one lesson kept to a minimum?	X	X	X	X				2	
29. Are irregular words pre-taught before students read connected texts?	X	X	X	X				2	
30. Are difficult, high frequency words reviewed often and cumulatively?	X	X	X	X				1	
31. Is there sufficient practice with individual letter-sounds before larger orthographic units are taught?		X	X					1	
32. Are students taught the strategy of chunking when trying to decode multisyllabic words?		X	X	X	X	X	X	1	Does show this in teachers guide (which is unclear at this level, but is referred to in some materials).
33. Does the program provide teacher modeling of a think-aloud strategy to aid in multisyllabic word analysis?		X	X	X	X	X	X	1	Does show this in teachers guide (which is unclear at this level, but is referred to in some materials).
34. Are students taught strategies to read multisyllabic words by using prefixes, suffixes, and known word parts?		X	X	X	X	X	X	1	Should also be included in whole group explicit modeling.
35. Is instruction explicit in the use of syllable types (e.g., open, closed, vowel-consonant-e, vowel combinations, r-controlled, and consonant-le)?		X	X	X	X	X	X	1	This is seen in the guides for the small books. Should also be included in whole group explicit modeling.
36. Does the program include spelling strategies (e.g., word sorts, categorization activities, word-building activities, and word analogies)?		X	X	X	X	X	X	1	
37. Are word parts that occur with high frequency (e.g., un-, re-, in-, and –ful) taught rather than those that occur only in a few words?		X	X	X	X	X	X	0	un-, re-, in-, or -ful words were not found to be taught at this level.
38. Are there activities for distinguishing and interpreting words with multiple meanings?		X	X	X	X	X	X	0	Could not locate where this material is taught.
39. Once advanced phonics strategies have been mastered, are they immediately applied to reading and interpreting familiar and unfamiliar connected texts?		X	X	X	X	X	X	1	
40. Are words used in advanced phonics activities also found in student texts?		X	X	X	X	X	X	0	Could not locate in texts.
TOTAL								**49**	

FLUENCY (F)	K	1	2	3	4	5	6	Score	Comments (examples, strengths, concerns, questions)
1. Is fluency instruction **explicit**?	X	X	X	X	X	X	X	2	Reader's Theater scripts and shared reading in each unit.
2. Is fluency instruction **systematic**?	X	X	X	X	X	X	X	1	
3. Does fluency instruction include **coordinated instructional sequences** and **routines?**	X	X	X	X	X	X	X	1	
4. Is fluency instruction **scaffolded**?	X	X	X	X	X	X	X	1	
5. Does fluency instruction include **cumulative review**?	X	X	X	X	X	X	X	1	
6. Are assessments included to measure and monitor progress in fluency?	X	X	X	X	X	X	X	2	
7. Does the program address all dimensions of fluency (speed, accuracy, and prosody)?	X	X	X	X	X	X	X	2	
8. Does the program encourage the teacher to model speed, accuracy, and prosody?	X	X	X	X	X	X	X	2	
9. Are letter-sounds taught and practiced frequently to promote automaticity?	X	X						1	lindicated in the fluency development book and included in the phonics program.
10. Does fluency practice during letter-sound study and text reading involve the teacher's providing feedback to students?	X	X	X	X	X	X	X	2	
11. Is fluency instruction integrated into each day's lesson?	X	X	X	X	X	X	X	1	One minute oral reading time each day.
12. Is the decoding strategy taught so that it becomes automatic?	X	X	X	X	X	X	X	0	The only clear decoding strategies taught are related to letter sounds and blending of phonemes. Should incorporate more decoding strategies. Decoding ability is rating during the 1-minute reading but not specifically taught. Decoding is taught in little books but not on the fluency texts.
13. Are irregular words taught to be recognized automatically?	X	X	X	X	X	X	X	1	Not on the fluency texts. Taught in sight words.
14. Is there an emphasis on reading multisyllabic words fluently?		X	X	X	X	X	X	1	Referred to for later grades but not specifically in first grade clearly.
15. Is an explicit strategy taught as students transition from reading words in lists to reading connected text?	X	X						0	The only clear decoding strategies taught are related to letter sounds and blending of phonemes. Should incorporate more decoding strategies.
16. Are research-based fluency strategies (e.g., timed readings, peer reading, and repeated		X	X	X	X	X	X	1	

readings) included?									
17. Is fluency practice introduced after students are proficient at reading words accurately (e.g., in lists, sentences, and passages)?		X	X	X	X	X	X	1	
18. Does fluency practice involve decodable texts (texts that include phonic elements and word types students have previously been taught)?		X	X	X	X	X	X	1	
19. Are both narrative and expository texts provided for students to read aloud?		X	X	X	X	X	X	1	
20. Are teacher prompts included to encourage students to read aloud in order to determine skills application and accuracy?		X	X	X	X	X	X	1	
21. After error correction, are students asked to reread the word, word list, or sentence correctly and then to reread it from the beginning?	X	X	X	X	X	X	X	1	
22. Are students given ample practice opportunities to use text at their independent or instructional level to help build fluency?		X	X	X	X	X	X	1	
23. Is the number of texts at each level sufficient to provide adequate practice opportunities?		X	X	X	X	X	X	1	
24. Does the program clearly show the teacher how to determine independent, instructional, and frustrational reading levels for individual students?		X	X	X	X	X	X	1	
25. Is there a guide to help teachers calculate fluency rate?		X	X	X	X	X	X	1	
26. Do students have opportunities to time themselves and graph results after rereading the same text?			X	X	X	X	X	1	
27. Are there directions for how to pair students for partner reading?		X	X	X	X	X	X	1	On Day Four of Week 3 of each uni,t students practice fluency with partners. Number of students in groups is clear, but not whether the groups are homogeneous or heterogeneous.
28. Are students taught a specific error correction to use when reading with a partner?		X	X	X	X	X	X	1	Self assessment and teacher assessment located. Nothing with partners. Used in modeling but not much guided practice for students before they are asked to try reading with a partner.
29. Is there continuous progress monitoring of oral reading fluency?		X	X	X	X	X	X	1	
30. Is an end-of-the-year fluency goal of correct		X	X	X	X	X	X	1	Example: Pg. 32 in Informal

	K	1	2	3	4	5	6		
words per minute given for each grade?									Assessment for Fluency Development book.
TOTAL								**33**	

VOCABULARY (V)	K	1	2	3	4	5	6	Score	Comments (examples, strengths, concerns, questions)
1. Is vocabulary instruction **explicit**?	X	X	X	X	X	X	X	1	Vocabulary is listed as High Frequency Words (Tier One Vocabulary), Content Vocabulary, Tier Two Vocabulary (Robust), and Tier Three Vocabulary (Academic). Includes both vocabulary instruction in context of what is read and the necessary sight word practice for first grade.
2. Is vocabulary instruction **systematic**?	X	X	X	X	X	X	X	1	
3. Does vocabulary instruction include **coordinated instructional sequences** and **routines**?	X	X	X	X	X	X	X	1	
4. Is vocabulary instruction **scaffolded**?	X	X	X	X	X	X	X	1	
5. Does vocabulary instruction include **cumulative review**?	X	X	X	X	X	X	X	1	There is a review for sight words.
6. Are assessments included to measure and monitor progress in **vocabulary**?	X	X	X	X	X	X	X	1	Word lists for sight words and vocab notebooks.
7. Is emphasis placed on listening and speaking vocabulary?	X	X	X	X	X	X	X	1	Readers Theater and partner sharing.
8. Is there emphasis on reading and writing vocabulary?	X	X	X	X	X	X	X	1	
9. Are students exposed to diverse vocabulary through listening to or reading narrative and expository texts?	X	X	X	X	X	X	X	1	
10. Does the program include frequent use of teacher read-alouds using higher level books with explanation and instruction of key vocabulary?	X	X	X	X	X	X	X	1	
11. Does the program include a variety of texts that allow students ample opportunities to engage in wide reading at their independent levels?		X	X	X	X	X	X	1	
12. Does vocabulary instruction occur before, during, and after reading?	X	X	X	X	X	X	X	1	
13. Are a limited number of words selected for robust, explicit vocabulary instruction?	X	X	X	X	X	X	X	1	
14. Are important, useful, and difficult words taught?	X	X	X	X	X	X	X	1	

									Comments
15. Does the instructional routine for vocabulary include:									
Introducing the word?	X	X	X	X	X	X	X	1	
Presenting a student-friendly explanation?	X	X	X	X	X	X	X	1	
Clarifying the word with examples?	X	X	X	X	X	X	X	1	
Checking students' understanding?	X	X	X	X	X	X	X	1	
16. Are ample opportunities provided to engage in oral vocabulary activities that:									
Repeat exposure to words in rich and multiple contexts?	X	X	X	X	X	X	X	1	Not always in multiple contexts. Exposure to new vocabulary that was not a sight word was used in one context.
Use everyday language to explain word meanings?	X	X	X	X	X	X	X	1	
Connect word meanings to prior knowledge?	X	X	X	X	X	X	X	1	
17. Are students given multiple opportunities to use new words in reading sentences, paragraphs, or longer texts?	X	X	X	X	X	X	X	1	Few opportunities for vocabulary but many for sight words.
18. Is extended instruction provided in multiple contexts to promote word awareness using word banks, vocabulary logs, writing, semantic maps, concept definition mapping, and word classification?	X	X	X	X	X	X	X	1	
19. Are strategies taught over time to ensure understanding and correct application?	X	X	X	X	X	X	X	1	Checking for comprehension, not of meaning of words. Not sure strategies are taught for meaning.
20. Are meanings of prefixes, roots, and suffixes taught before connecting them to words?		X	X	X	X	X	X	1	"Children as Young Scientists" suffixes - leveled readers (group meeting)
21. Is a strategy to determine word meanings based on meanings of prefixes, roots, and suffixes taught?		X	X	X	X	X	X	1	Leveled readers "word study" section (group meeting)
22. Are various aspects of word study included (either under vocabulary or word recognition) such as:									
Concepts of word meaning?	X	X	X	X	X	X	X	1	
Multiple meanings?	X	X	X	X	X	X	X	1	Leveled readers (group meeting)
Synonyms?	X	X	X	X	X	X	X	1	Leveled readers (group meeting)
Antonyms?	X	X	X	X	X	X	X	1	Leveled readers (group meeting)
Homonyms?		X	X	X	X	X	X	1	Leveled readers (group meeting)
Figurative meanings?		X	X	X	X	X	X	1	Leveled readers (group meeting)

	K	1	2	3	4	5	6	Score	Comments
23. Is dictionary use explicitly taught using grade-appropriate dictionaries?		X	X	X	X	X	X	0	*Publisher's Comment*: Dictionaries are not used; however, glossaries are used in some leveled text during small group instruction.
24. Is the use of context to gain the meaning of an unfamiliar word kept to a minimum?	X	X	X	X	X	X	X	1	
25. Is computer technology used to help teach vocabulary?	X	X	X	X	X	X	X	0	Subscription required. Publisher's Comment: Vocabulary is taught through a E-books and IWB technology. See www.benchmarkuniverse.com
TOTAL								33	

COMPRHENSION (C)	K	1	2	3	4	5	6	Score	Comments (examples, strengths, concerns, questions)
1. Is comprehension instruction explicit?	X	X	X	X	X	X	X	1	
2. Is comprehension instruction systematic?	X	X	X	X	X	X	X	1	
3. Does comprehension instruction include coordinated instructional sequences and routines?	X	X	X	X	X	X	X	1	
4. Is comprehension instruction scaffolded?	X	X	X	X	X	X	X	1	
5. Does comprehension instruction include cumulative review?	X	X	X	X	X	X	X	1	
6. Are assessments included to measure and monitor progress in comprehension?	X	X	X	X	X	X	X	1	
7. Is learning to determine which strategy to use and why (metacognition) part of instruction?	X	X	X	X	X	X	X	1	
8. When a strategy is taught, is it applied frequently so students understand its usefulness?	X	X	X	X	X	X	X	1	
9. Are students asked to apply previously learned strategies to new texts?		X	X	X	X	X	X	1	
10. Is appropriate text provided for students to practice applying strategies?		X	X	X	X	X	X	1	
11. Does program instruction enable students to establish and adjust purposes for reading (e.g., reading to understand, interpret, inform, to enjoy, and to solve problems)?	X	X	X	X	X	X	X	1	
12. Does instruction support the use of multiple, coordinated comprehension strategies?	X	X	X	X	X	X	X	1	
13. Are guided and supported cooperative learning	X	X	X	X	X	X	X	1	

Question									
groups suggested as an instructional technique?									
14. Does instruction begin with the use of short passages?	X	X	X	X	X	X	X	1	
15. Does instruction emphasize that students have a conceptual understanding of beginning, middle, and end?	X	X	X	X	X	X	X	1	
16. Does the program provide prompts for the teacher to guide the students through texts using think-alouds?	X	X	X	X	X	X	X	1	
17. Are models of effective questioning techniques (e.g., Bloom's taxonomy) provided to guide and monitor students' comprehension?	X	X	X	X	X	X	X	1	
18. Are there ample opportunities for students to listen to narrative and expository text?	X	X	X	X	X	X	X	1	
19. Is instruction in narrative and expository text structures explicit?	X	X	X	X	X	X	X	1	
20. Are there ample opportunities for students to read narrative and expository texts at independent and instructional levels?		X	X	X	X	X	X	1	
21. Is there a variety of narrative and expository books at the appropriate readability level for student practice?		X	X	X	X	X	X	1	
22. Do texts contain useful and familiar concepts and vocabulary?	X	X	X	X	X	X	X	1	
23. Are there instructional routines for comprehension strategies for use before, during, and after reading (e.g., prediction, story grammar, summarization, graphic organizers)?	X	X	X	X	X	X	X	1	
24. Is the "main idea" strategy taught systematically (e.g., using pictures, then individual sentences, then paragraphs, etc.)?	X	X	X	X	X	X	X	1	
25. Once students have grasped the concept of "main idea," are more complex texts used in which the main idea is not explicit?		X	X	X	X	X	X	1	
26. Are elements of story grammar (e.g., setting, characters, important events, etc.) taught and used for retelling a story?	X	X	X	X	X	X	X	1	
27. Does instruction focus on discussion story grammar and comparing stories?	X	X	X	X	X	X	X	1	
28. Is story grammar introduced systematically, beginning with simple text that gradually becomes more complex?	X	X	X	X	X	X	X	1	
29. Are students taught to use graphic organizers to illustrate relationships among concepts in text (e.g., story maps, Venn diagrams, and semantic	X	X	X	X	X	X	X	1	

	maps)?									
30.	Are conventions of expository text (e.g., chapter headings, charts, and graphs) taught?		X	X	X	X	X	X	1	
31.	Are explicit strategies for interpreting information from charts, graphs, tables, and diagrams taught?	X	X	X	X	X	X	X	1	
32.	After instruction, is there systematic review of:									
	Literal comprehension?	X	X	X	X	X	X	X	1	
	Retelling?	X	X	X	X	X	X	X	1	Unit 3
	Main idea?	X	X	X	X	X	X	X	1	Unit 1
	Summarization?	X	X	X	X	X	X	X	1	Unit 4
33.	Does the program provide instruction for students to become self-directed in using comprehension strategies (e.g., rereading, paraphrasing, making explicit connections from text to prior knowledge, underlining and note-taking, and visualizing relationships and events in the text)?		X	X	X	X	X	X	1	
	TOTAL								**36**	

STANDARDS ALIGNMENT	K	1	2	3	4	5	6	Score	Comments (examples, strengths, concerns, questions)
1. Is clear alignment provided to the Common Core State Standards?1	X	X	X	X	X	X	X	1	Both whole and small groups aligned.
TOTAL								**1**	

MOTIVATION AND ENGAGEMENT (M&E)	K	1	2	3	4	5	6	Score	Comments (examples, strengths, concerns, questions)
Does the program direct the teacher in ways to increase student motivation such as:									
1. Making reading relevant to students' lives?	X	X	X	X	X	X	X	1	
2. Providing meaningful goals for learning from texts?	X	X	X	X	X	X	X	1	
3. Making available a variety of choices (e.g., texts and assignments) that align with instruction?	X	X	X	X	X	X	X	1	
4. Providing opportunities for students to work collaboratively?	X	X	X	X	X	X	X	1	Lots of partner work.
TOTAL								**4**	

ASSESSMENT (A)	K	1	2	3	4	5	6	Score	Comments (examples, strengths, concerns, questions)
1. Are assessments included that teachers can use to guide student movement through the program (e.g., screening, progress monitoring, diagnostic, and outcome measures)?	X	X	X	X	X	X	X	1	Online Assessment costs $225 annually per classroom. Printed Assessments are available for Vocabulary, Fluency, Comprehension, & Word Solving.
2. Does the program provide teacher guidance in using assessment results to differentiate instruction?	X	X	X	X	X	X	X	1	Below C and above J are not supported. Also, students that do not have short vowel words mastered are not supported.
3. Do the assessments identify students who are at risk or already experiencing difficulty learning to read?	X	X	X	X	X	X	X	1	
TOTAL								3	

PROFESSIONAL DEVELOPMENT (PD)	K	1	2	3	4	5	6	Score	Comments (examples, strengths, concerns, questions)
1. Is adequate time offered for teachers to learn new concepts and practice what they have learned?	X	X	X	X	X	X	X	1	
2. Is there a plan for coaches, mentors, peers, or outside experts to provide feedback to teachers and follow-up assistance as they put new concepts into practice?	X	X	X	X	X	X	X	1	
3. Are teachers taught how to administer and interpret assessments that accompany the program?	X	X	X	X	X	X	X	1	
4. Is program PD customized to meet participants' varying needs (e.g., first-year teachers, coaches, and principals)?	X	X	X	X	X	X	X	1	
5. Does the PD provide support (e.g., principal checklists, follow-up, in-class modeling, and a CD for viewing model lessons) to facilitate application of content?	X	X	X	X	X	X	X	1	*Publisher's Comment*: Customized options are available for PD. Description of Services document outlines demonstration lessons, administrator sessions, Train the Trainer Sessions, Videos etc. On the Benchmark Literacy Resources web site go to Administrator, then Program Implementation and Management, and then Professional Development Plan.
TOTAL								5	